

CHAPTER SEVEN

THE JEFFERSONIAN ERA

Objectives

A thorough study of Chapter Seven should enable the student to understand:

1. Thomas Jefferson's views on education and the role of education in the concept of a "virtuous and enlightened citizenry."
2. The indications of American cultural nationalism that were beginning to emerge during the first two decades of the nineteenth century.
3. The effects of the Revolutionary era on religion, and the changing religious patterns that helped bring on the Second Great Awakening.
4. The evidence noticeable in the first two decades that the nation was not destined to remain the simple, agrarian republic envisioned by the Jeffersonians.
5. The political philosophy of Jefferson, and the extent to which he was able to adhere to his philosophy while president.
6. The Jeffersonian-Federalist struggle over the judiciary—its causes, the main points of conflict, and the importance of the outcome for the future of the nation.
7. President Jefferson's constitutional reservations concerning the Louisiana Purchase, and the significance of his decision to accept the bargain.
8. The reasons for President Jefferson's sponsorship of the Lewis and Clark expedition, and the importance of that exploration.
9. The many problems involved in attempting to achieve an understanding of Aaron Burr and his "conspiracy."
10. What Thomas Jefferson and James Madison were attempting to accomplish by "peaceable coercion," and why their efforts were not successful.
11. The numerous explanations of the causes of the War of 1812, and why there is so much disagreement among historians.
12. The problems caused by Tecumseh's attempts at confederation and by the Spanish presence in Florida as Americans surged westward.
13. The state of the nation in 1812, and how the Madison administration waged war against the world's foremost naval power.
14. The extent of the opposition to the American war effort, and the ways in which the New England Federalists attempted to show their objections.
15. The ways in which the skill of the American peace commissioners and the international problems faced by England contributed to a satisfactory—for Americans—peace settlement.
16. The effects of the War of 1812 on banking, shipping, farming, industry, and transportation.
17. How the industrial revolution in the United States was largely a product of rapid changes in Great Britain and the impact this revolution had on American society.

Main Themes

1. How Americans expressed their cultural independence.
2. The impact of industrialism on the United States and its people.

3. The role that Thomas Jefferson played in shaping the American character.
4. How the American people and their political system responded to the nation's physical expansion.
5. How American ambitions and attitudes came into conflict with British policies and led to the War of 1812.
6. How Americans were able to "win" the war, and the peace that followed.

Glossary

1. Jeffersonian democracy: Not actually a democrat, in the classic sense of the word, Jefferson believed that the masses were capable of selecting their own representatives and, if properly educated and informed, would select the best and the wisest to govern. Once these were chosen, however, this "natural aristocracy" should be allowed to govern without interference from those who selected them. Only when they stood again for election would these representatives be called on to explain their actions.
2. patronage: The control of political appointments assumed by the victors in an election—the "spoils" of victory, which the victors hand out as rewards to their followers; hence the practice became known as the "spoils system."
3. judicial review: The power of a court to review a law, compare it with the Constitution, and rule on whether it does or does not conform to the principles of the Constitution—whether it is constitutional or unconstitutional.
4. impeachment: The bringing of charges against a governmental official by the House of Representatives. Removal from office cannot come from impeachment alone. A trial must be held in the Senate, and on conviction there, the offender may be removed from his or her post.
5. embargo: An act that prohibits ships from entering or leaving a nation's ports.

Pertinent Questions

THE RISE OF CULTURAL NATIONALISM (182-188)

1. Why was education "central to the Republican vision of America"?
2. What effect did Republican ideology have on education in the United States?
3. Explain the "cultural independence" that Jeffersonian Americans sought. What means of expression did this "independence" find?
4. What were the obstacles faced by Americans who aspired to create a more elevated national literary life? What efforts were made to overcome these obstacles?
5. What sort of works by America authors were most influential? Why?
6. How did the American Revolution affect traditional forms of religious practice? What challenges to religious traditionalism arose during this period?
7. What caused the Second Great Awakening?
8. Why were the Methodists, the Baptists, and the Presbyterians so successful on the frontier?
9. What was the "message" and the impact of the Second Great Awakening? What impact did it have on women? On African Americans? On Native Americans?

STIRRINGS OF INDUSTRIALISM (188-194)

10. What was the industrial revolution? Where and why did it begin?
11. Explain the initial American ambivalence toward British industrialism. What technological advances helped change this attitude?

12. Explain the role that Eli Whitney played in America's industrial revolution. What impact did his inventions have on the South? on the North?
13. What effect did America's transportation system have on industrialization?
14. What were the characteristics of American population growth and expansion in the years between 1790 and 1800?

JEFFERSON THE PRESIDENT (194-200)

15. How and why did Jefferson attempt to minimize the differences between the two political parties?
16. How was it that "at times Jefferson seemed to outdo the Federalists at their own work?"
17. How was the relative "unimportance of the federal government" during the Jefferson administration symbolized by the character of the national capital?
18. What were the characteristics of the "spirit of democratic simplicity" that was the style set by Jefferson for his administration?
19. How did Jefferson combine his duties as president and as party leader in his efforts to govern the country?
20. How did the Republican administration move toward dismantling the structure of federal power that the Federalists had erected?
21. Why did Jefferson, despite his views on government spending, go to "war" with the Pasha of Tripoli? What was the outcome?
22. What were the roots of Jefferson's conflict with the federal court system, and how did the case of Marbury v. Madison fit into the controversy? What is the significance of Marbury v. Madison?
23. What method did Jefferson employ to bring the judiciary under Republican control, and what were the results?

DOUBLING THE NATIONAL DOMAIN (200-204)

24. How did France come into possession of Louisiana?
25. Why was New Orleans "the one single spot" that made its possessor the "natural enemy" of the United States?
26. Which group in America was most concerned with the French possession of New Orleans, and how did this concern threaten Jefferson politically?
27. How were the negotiations for the Louisiana Purchase conducted, and what were the terms agreed on?
28. What were the reasons behind Jefferson's reservations over the purchase of Louisiana, and how was he able to reason these doubts away?
29. What was the purpose of the Lewis and Clark expedition, and what did the expedition accomplish?
30. What was the reaction of the New England Federalists to the Louisiana Purchase, and what was their plan to overcome its effects?
31. What were the circumstances that led to the duel between Hamilton and Burr?
32. What was the "Burr conspiracy," and what was its outcome?

EXPANSION AND WAR (204-208)

33. Why was America important to both sides in the conflict between England and France, and what role did the Americans hope to play in the struggle?
34. How did each belligerent nation attempt to prevent America from trading with the other, why was one more successful than the other, and what was the American response?

35. What was Jefferson's response to the Chesapeake-Leopard affair, and why did he take this action?
36. What was the major issue standing between a compromise between Britain and America, and why was this issue so crucial to both sides?
37. Which areas of the nation supported the Embargo of 1807, and which opposed it? Why?
38. How did the Embargo affect the election of 1808, and what was the response of the new president to diplomatic problems that the Embargo had addressed?
39. How did conditions in the West heighten the tension between the United States and Britain?
40. What was Tecumseh's attitude toward the treaties previously negotiated between the United States and various Indian tribes? How did he plan to prevent the expansion of white settlements?
41. What role did Native American religious leaders play in the events leading to the War of 1812?
42. Why did Americans want to gain control of Florida from the Spanish? What attempts were made to do this before 1812? Which attempts were successful, and which failed?

THE WAR OF 1812 (208-213)

43. What were the relative successes and failures of the American military during the first year of the war?
44. How did America's fortunes of war change during 1813 and early 1814, and what were the results of this change?
45. Why did Britain feel confident in launching an invasion of the United States in 1814, and what was the plan and purpose of that invasion? What was the result?
46. Why did New England oppose the War of 1812? Prior to 1814, what did the New England states do to hinder the war effort?
47. What caused the leaders of New England to regard the War of 1812 as a threat to their future as a meaningful force in the United States? What did they propose to remedy this situation?
48. What effect did the Hartford Convention have on the Federalist Party?
49. What was the background to the peace negotiations at Ghent? What did both sides initially demand, and why did they finally agree on the terms they did?

PATTERNS OF POPULAR CULTURE (194-195)

50. Why was horse racing a "natural" leisure activity for early Americans?
51. How was this pastime "bounded by lines of class and race?"

AMERICA IN THE WORLD (190-191)

52. How did the industrial revolution in Great Britain lead to and influence the industrial revolution in the United States?
53. How did the industrial revolution change societies in the United States and in the world?

Identification

Identify each of the following, and explain why it is important within the context of the chapter.

1. "republican mother"
2. Benjamin Rush
3. American Spelling Book
4. Hartford Wits

5. deism
6. Unitarianism
7. Handsome Lake
8. James Watt
9. Oliver Evans
10. Robert Fulton
11. Pierre L'Enfant
12. Albert Gallatin
13. Charles C. Pinckney
14. William Marbury
15. Barbary states
16. John Marshall
17. Samuel Chase
18. Toussaint L'Ouverture
19. Robert Livingston
20. General James Wilkinson
21. Continental System
22. "peaceable coercion"
23. Non-Intercourse Act
24. Tecumseh
25. William Henry Harrison
26. Tenskwatawa
27. Battle of Tippecanoe
28. Henry Clay
29. Put-In Bay
30. Battle of Horseshoe Bend
31. Francis Scott Key
32. Battle of New Orleans
33. John Quincy Adams

Document 1

Manasseh Cutler was as diverse as the new United States. A teacher, doctor, lawyer, scientist, and land agent, he eventually turned to politics and in 1800 was elected to Congress as a Federalist from Massachusetts. Below is a selection taken from a letter to his daughter that describes his circumstances in Washington, the new national capital. With Cutler's letter is an excerpt from the writings of F. A. Michaux, a French botanist who traveled through the western areas of the nation. His description of the people of Kentucky stands in stark contrast to Cutler's description of Washington society and offers excellent proof of the variety that was America.

In both documents, religion played an important part. What do the religious differences reveal about the two ways of life? What can you gather about the relationship between religion and social class in America? What seems to be the main reason for the differences in attitude toward religion in the two areas? What attitudes toward religion do the two societies have in common? What does this reveal about religious toleration in the United States?

Notice the forms of entertainment enjoyed by the two groups. What do they tell you about the nature of the two societies and the people who made them up? Do these entertainments reveal any class divisions, or can they be explained by something else?

How do you think the two societies would respond to the question "To what degree should the people be allowed to govern themselves?" Why do you believe this? What evidence supports your conclusion? From these two documents, what can be told about the impact of the frontier on American life, culture, and values?

Read the description of Washington, D.C., found in the text. How does Cutler's letter compare with the account found there? What might account for the difference--note the date the letter was written, the month, and the year. Also note Cutler's political party.

Washington, Dec. 2, 1801

MY DEAR BETSY: . . . It shall be the subject of this letter to give you some account of my present situation and of occurrences since I left home.

The city of Washington, in point of situation, is much more delightful than I expected to find it. The ground, in general, is elevated, mostly cleared, and commands a pleasing prospect of the Potomac River. The buildings are brick, and erected in what are called large blocks, that is, from two to five or six houses joined together, and appear like one long building. . . . Mr. King, our landlord, occupies the south end, only one room in front, which is our parlor for receiving company and dining, and one room back, occupied by Mr. King's family, the kitchen is below. The four chambers are appropriate to the eight gentlemen who board in the family. In each chamber are two narrow field beds and field curtains, with every necessary convenience for the boarders. . . . Mr. King's family consists only of himself, his lady and one daughter, besides the servants, all of whom are black. Mr. King was an officer in the late American Army, much of a gentleman in his manner, social and very obliging. I have seen few women more agreeable than Mrs. King. . . . She was the daughter of Mr. Harper, a very respectable merchant in Baltimore; has been favored with an excellent education, has been much in the first circles of society in this part of the country, and is in nothing more remarkable than her perfect freedom from stiffness, vanity, or ostentation. Their only daughter, Miss Anna, is about seventeen, well formed, rather tall, small featured, but is considered very handsome. She has been educated at the best schools in Baltimore and Alexandria. She does not converse much, but is very modest and agreeable. She plays with great skill on the Forte Piano, which she always accompanies with a most delightful voice, and is frequently joined in the vocal part by her mother. Mr. King has an excellent Forte Piano, which is connected with an organ placed under it, which she fills and plays with her foot, while her fingers are employed upon the Forte Piano.

The gentlemen, generally, spend a part of two or three evenings in a week in Mr. King's room, where Miss Anna entertains us with delightful music. After we have been fatigued with the harangues of the Hall in the day, and conversing on politics, in different circles (for we talk about nothing else), in the evening, an hour of this music is truly delightful. On Sunday evenings, she constantly plays Psalm tunes, in which her mother, who is a woman of real piety, always joins. . . .

I can not conclude without giving you some description of our fellow-lodgers, with whom I enjoy a happiness which I by no means expected. . . . It is remarkable that all these gentlemen are professors of religion and members of the churches to which they respectively belong. An unbecoming word is never uttered by one of them, and the most perfect harmony and friendliness pervades the family.

William Parker Cutler and Julia Perkins Cutler, eds., Life, Journals and Correspondence of Rev. Manasseh Cutler (Cincinnati: Clarke, 1888), 2:50-53.

* * *

11. Routes of troop movements.
12. Battle sites and dates, indicating the victor.
13. Extent of the British blockade.

Interpretative Questions

Based on what you have filled in, answer the following. On some of the questions you will need to consult the narrative in your text for information or explanation.

1. Study the settled areas on the map in this chapter of the text and compare these to the physical map in the Appendix. What geographic features helped determine where settlement would take place?
2. Notice how many forts were established in the nineteenth century. What geographic features helped determine where these would be placed?
3. Consider the population of America's major cities in 1800 and compare this to the rural population—east and west of the Appalachian Mountains. What does this population distribution suggest about the cultural development of the United States?
4. The period you are studying was one of significant technological advancement in America—especially in trade and transportation. How did developments in technology help Americans overcome geographic barriers? Where did this take place?
5. Why did northern and southern frontiersmen want to expand into Canada and Florida? How did foreign occupation of these areas hinder western expansion in other regions?
6. Locate the major routes taken by the British when they invaded the United States. What geographic considerations played a part in the choice of where to attack? What made these sites important?
7. Locate the routes taken by American forces. What geographic considerations played a part in the choice of where to attack? What made these sites important?
8. Which region of the country gained the most from the War of 1812? Which felt that it lost as a result of the war? Explain.

Summary

The period just covered was marked by definition and expansion. Having achieved political independence, Americans struggled to achieve cultural independence as well, and this search for self-identity touched almost every phase of the nation's life. "American" tastes in music, literature, and art developed, encouraged by a growing recognition that we were different from other countries and that the difference was worth calling attention to. Religious bodies with ties to the old, colonial ways declined as the Second Great Awakening swept America; technology, unrestrained by mercantile rules and regulations, expanded to solve problems that were particularly American; American politics began to take on characteristics and respond to needs that found little precedent in European systems. At the center of this activity, at times leading it and at times being led, was Thomas Jefferson, a president whose versatility seemed to mirror the diversity of the nation. An aristocrat with democratic sentiments, a strict constructionist who bought half a continent, Jefferson was as contradictory as the American people; but like those people, his ultimate goal was the freedom of individuals to pursue their interests, to expand their talents to the fullest. In that sense, Jefferson, although a pragmatic politician, was also a committed idealist—one who deserves to be the symbol of the age that bears his name. The War of 1812 did more than test the army and navy of the United States—it tested the nation's ability to survive deep internal divisions that threatened America's independence as surely as did the forces of Great Britain. Hoping to keep his nation out of war, Jefferson followed a policy that kept the peace but raised fears among his

political enemies. Those opponents, their power and influence declining, saw the government's policies as much directed against themselves as the British and opposed the conflict. Most other Americans rallied to Jefferson and to his successor, James Madison. The consensus Jefferson had forged held, and the United States survived this test.

Review Questions

These questions are to be answered with essays. This will allow you to explore relationships between individuals, events, and attitudes of the period under review.

1. Considering the variety of movements covered in the section of your text entitled "The Rising Glory of America," how did American cultural life in the early nineteenth century reflect the Republican vision of the nation's future?
2. Jefferson and the Republicans championed the rights of the states and advocated a strict adherence to the Constitution, but once in office, they found new situations that demanded governmental actions that, in some cases, went beyond what the Federalists had done. What caused Jefferson and his party to change their approach to governing, what reservations did they have about what they were doing, and how were they able to rationalize this apparent change in program and philosophy?
3. How did the Federalists respond to Republican programs? If the Federalists favored a loose interpretation of the Constitution, why did they protest when Jefferson used a loose interpretation as well? What was it in the Republican program that the Federalists saw as a threat, and how did they respond?
4. Many historians view the War of 1812 as the "second American war for independence," but is this an accurate characterization? In what way did British policies prior to 1812 threaten our independence? Had the United States not fought the war, what might the results have been? Assess these questions, and determine if we were indeed fighting for "independence."
5. What happened to the Federalists? For the first decade under the Constitution, the Federalist Party held the nation together, started the government working on a day-to-day basis, and set precedents that are still held valid. Twenty years later, they had all but ceased to exist as a party. Why? Examine the events and issues that accompanied the decline of the Federalists, and determine what caused this powerful party to fall.

Chapter Self Test

After you have read the chapter in the text and done the exercises in the Study Guide, take the following self test to see if you understand the material you have covered. Answers appear at the end of the Study Guide.

MULTIPLE-CHOICE QUESTIONS

Circle the letter of the response which best answers the question or completes the statement.

1. In the Republican vision of America, education was essential because:
 - a. schools were the best place to teach children to be good party members.
 - b. an ignorant electorate could not be trusted to preserve democracy.
 - c. business leaders needed to be educated.
 - d. schools were where religious values were taught.
2. Early in the eighteenth century, religious traditionalists were alarmed over:

- a. a decline in religious education.
 - b. the popularity of immoral literature.
 - c. demands of separate church and state.
 - d. the rise of "rational" religious doctrines.
3. The Second Great Awakening:
- a. combined a more active piety with a belief in a God whose grace could be attained through faith and good works.
 - b. turned back the doctrine of predestination.
 - c. drew many converts to Unitarianism and Universalism.
 - d. had no impact on women and slaves.
4. The work of Eli Whitney:
- a. improved transportation in the South.
 - b. led to the expansion of the cotton culture and slavery.
 - c. made the South a major textile-producing region.
 - d. led to the decline of slavery, for fewer workers were needed to process the cotton.
5. During his administration, Thomas Jefferson:
- a. used the Alien and Sedition Acts against the Federalists.
 - b. cut the national debt almost in half.
 - c. showed little interest in westward expansion.
 - d. made peace with Aaron Burr.
6. In the case of Marbury v. Madison, the Supreme Court:
- a. affirmed its power to nullify an act of Congress.
 - b. upheld Adams' right to make "midnight appointments."
 - c. confirmed the power of Congress to expand judicial authority.
 - d. ordered Madison to deliver Marbury's commission.
7. The greatest accomplishment of Chief Justice John Marshall was that he:
- a. stopped the growth of Republican power.
 - b. prevented a Federalist revival in New England.
 - c. refused to expand the power of the judiciary.
 - d. made the judiciary a coequal branch of government.
8. What possibility concerned Jefferson when he said, "we must marry ourselves to the British fleet and nation"?
- a. An Indian uprising in the Ohio Valley.
 - b. The French occupation of New Orleans.
 - c. Increased Spanish strength in the Gulf of Mexico.
 - d. A war between England, France, and Spain.
9. Jefferson had reservations about buying Louisiana because:
- a. he doubted his constitutional power to do so.
 - b. he feared it would upset western Indian tribes.
 - c. New Orleans had few Americans living there.
 - d. the Spanish claimed the territory as theirs.

10. Federalists were upset by the Louisiana Purchase because they believed:
 - a. it was unconstitutional.
 - b. more slave states would come into the Union.
 - c. western states would be Republican states.
 - d. the British were behind it.
11. The Essex Junto was:
 - a. a Federalist organization created to support Jefferson.
 - b. the anti-Burr coalition in New York.
 - c. a literary club in New England.
 - d. a group of radical Federalists who wanted to take New England out of the Union.
12. The apparent goal of the "Burr conspiracy" was to:
 - a. make Burr "king" of the American Southwest.
 - b. invade Mexico and take it from the Spanish.
 - c. return Louisiana to France.
 - d. force Jefferson to accept Burr back into the Republican Party.
13. Early in the nineteenth century, the American merchant marine could be described as:
 - a. weak and ineffective.
 - b. one of the most important in the world.
 - c. unable to compete with Britain in the West Indian trade.
 - d. of little consequence in the American economy.
14. Jefferson refused to ask for war after the Chesapeake-Leopard incident because he:
 - a. believed "peaceable coercion" would work.
 - b. felt the British were within their rights.
 - c. did not want the Federalists to make it an issue.
 - d. was against war in general.
15. The Embargo act hurt which of the following most?
 - a. England.
 - b. France.
 - c. New England.
 - d. The South.
16. Jefferson told the Indians of the Northwest they could:
 - a. convert themselves to farmers.
 - b. move to the West.
 - c. continue to live as they always had.
 - d. do both a. and b.
 - e. do none of the above.
17. The Prophet, Tenskwatawa, was significant because he:
 - a. brought Indians to the Christian faith.
 - b. inspired an Indian religious revival that helped unite the tribes.
 - c. advocated a religious war with southern tribes.
 - d. convinced the Indians to accept Jefferson's policies.

18. Tecumseh was important because he:
- a. advocated Indian unity to stop white expansion.
 - b. allied the northwestern Indians with the British in Canada.
 - c. was able to defeat the Americans at Tippecanoe.
 - d. helped his brother, the Prophet, in his religious work.
19. The congressional election of 1810 was important because it:
- a. added a number of young, western, anti-British representatives to the House.
 - b. greatly increased the Republican part.
 - c. brought in a number of peace advocates.
 - d. gave rise to a new political party.
20. Apart from the British, the real losers in the War of 1812 were the:
- a. Spanish in Florida and Mexico.
 - b. Canadians.
 - c. Indian tribes in the Southwest and the Great Lakes region.
 - d. Republicans in the West.
21. The Hartford Convention was held in an effort to:
- a. force Republicans to address the grievances New England Federalists had against the Madison administration.
 - b. forge an alliance between the Northeast and the West.
 - c. convince Republicans in New England that the region should secede from the union.
 - d. reorganize the Federalist party and pick a candidate for the election of 1816.

TRUE-FALSE QUESTIONS

Read each statement carefully. Mark true statements "T" and false statements "F."

- 1. In the Jeffersonian Era, schooling was primarily the responsibility of private institutions.
- 2. An argument for the education of women was that they could not be good "republican mothers" unless they were educated themselves.
- 3. Once Americans won political independence from England, they had little interest in cultural independence.
- 4. Early in the nineteenth century, most Americans abandoned traditional religious doctrines.
- 5. In the early nineteenth century industrialization in the United States was hampered by an inadequate transportation system.
- 6. Thomas Jefferson refused to use political office to reward loyal supporters.
- 7. Jefferson wanted to reduce internal taxes, not abolish them.
- 8. Napoleon's plans for an American empire were blocked by a British invasion of Belgium.
- 9. Reports from explorer Zebulon Pike convinced Americans that land between the Missouri River and the Rockies was good for agriculture.
- 10. Federalists in New York tried to get Aaron Burr to join them in an anti-Jefferson coalition, but he refused.
- 11. The Burr conspiracy was a plot by a desperate man, acting alone.
- 12. Both Jefferson and Marshall wanted Burr convicted for treason.

13. Americans agreed that the British should be free to search for deserters who might be serving in the American marine.
14. Americans had little problem with French violations of our neutral rights.
15. After the Chesapeake-Leopard affair, Britain renounced its policy of impressment.
16. The Harrison Land Law of 1800 made it possible for white settlers to acquire farms from the public domain on easier terms than before.
17. Under Jefferson's Indian policy the tribes were granted their tribal lands forever.
18. The Indians in the West would not have risen against the United States if the British in Canada had not told them to do so.
19. White southerners wanted Florida because it blocked river access to the Gulf of Mexico.
20. As a result of the Battle of New Orleans the United States was able to force Britain to sign the Treaty of Ghent.